

Part C State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

See page 1 of the State Performance Plan.

Monitoring Priority: Early Intervention Services In Natural Environments
Indicator 3: Percent of infants and toddlers with IFSPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);**
- B. Acquisition and use of knowledge and skills (including early language/communication); and**
- C. Use of appropriate behaviors to meet their needs.**

(20 USC 1416(a)(3)(A) and 1442)

Measurement:**A. Positive social-emotional skills (including social relationships):**

- a. Percent of infants and toddlers who did not improve functioning = $\left[\frac{\text{(\# of infants and toddlers who did not improve functioning)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right]$ times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right]$ times 100.
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right]$ times 100.
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right]$ times 100.
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right]$ times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of infants and toddlers who did not improve functioning = $\left[\frac{\text{(\# of infants and toddlers who did not improve functioning)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right]$ times 100.
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right]$ times 100.

- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right] \text{ times } 100.$
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right] \text{ times } 100.$
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right] \text{ times } 100.$

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of infants and toddlers who did not improve functioning = $\left[\frac{\text{(\# of infants and toddlers who did not improve functioning)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right] \text{ times } 100.$
- b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right] \text{ times } 100.$
- c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right] \text{ times } 100.$
- d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right] \text{ times } 100.$
- e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of infants and toddlers who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of infants and toddlers with IFSPs assessed)}} \right] \text{ times } 100.$

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Description of the current outcome measurement system for the state:

In South Dakota, Part C Birth to 3 Connections program began efforts to measure improvement in the 5 developmental areas (cognitive development, physical development including gross motor and fine motor, communication development including receptive language and expressive language, social/emotional development, and adaptive development). The program has been keeping track of the test scores in the developmental areas in the state database.

The federal Office of Special Education Programs (OSEPs) response to the SD Part C 2003-2004 APR required the state to 1) Incorporate and update the data and information collected for South Dakota is previous APR; 2) Determine whether data the state was collecting related to this area will be responsive to the new SPP requirements.

The APR data are provided in the Table below for 2003 and 2004.

Years on the Program	0/7 Areas		1/7 Areas		2/7 Areas		3/7 Areas		4/7 Areas		5/7 Areas		6/7 Areas		7/7 Areas		Total	
FFY	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04
0-1 year	0	3	0	4	3	7	1	3	6	10	13	14	24	30	34	43	81	114
1-2 years	5	3	4	4	7	6	4	13	7	22	16	25	22	19	25	24	90	116
2-3 years	6	7	4	6	6	8	8	9	10	6	7	8	9	10	13	11	63	65
Total	11	13	8	14	16	21	13	25	23	38	36	47	55	59	72	78	234	295
																	30%	26%

The state does not believe at this time the data collected are sufficient to address the SPP. Currently when a child exits the Birth to 3 Connections program, the child is tested only in the area (or areas) of concerns under Part B rules and regulations. The entry and exit data scores are compared to determine progress.

In addition, the SPP has changed the indicators and measurements for child outcomes. In order to obtain the data necessary for the SPP, South Dakota will administer a pre and post test in all 5 areas of development to all children. These data will become the baseline entry data for children who become eligible for Part B. The data will allow the Birth to 3 Connections program to calculate the number of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers, who improve functioning, and who did not improve.

Policies and procedures to guide outcome assessment and measurement practices beginning with 2005 SPP

South Dakota will administer a standardized test at entry and exit in all 5 areas of development to all children as they enter and exit Part C. These data become the baseline entry data for children who become eligible for Part B.

When evaluating a child entering the Birth to 3 Connections program the following procedures are followed: Two or more qualified individuals must evaluate children in each of the 5 areas of development. Two or more standard evaluation instruments must be used to complete the evaluation. The state does not specify which tools may be used but strongly encourages that one of the tools to use is the Battelle Developmental Inventory-Second Edition (BDI-2). Although there is a requirement to use multidisciplinary and multifaceted test procedures to determine eligibility, the test scores from the BDI-2 will be used to provide a baseline for measuring child progress.

Measurement to address the different areas will be as follows:

- A. Positive social-emotional skills (including social relationship) will be calculated from the test scores that are received at the entry to the program and exit from the program in the areas of social/emotional development. This score will be calculated to determine the percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers, who improved functioning and who did not improve functioning.
- B. Acquisition and use of knowledge and skills (including early language/communication) will be calculated from the test scores that are received at the entry to the program and exit from the program in the areas of cognitive/receptive communication and expressive communication. This score will be calculated to determine the percent of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers, who improved functioning and who did not improve functioning.
- C. Use of appropriate behaviors to meet their needs will be calculated from the test scores that are received at the entry to the program and exit from the program in the areas of gross motor/fine motor/adaptive. This score will be calculated to determine the percent of infant and toddlers who reach or maintain functioning at a level comparable to same-aged peers, who improved functioning and who did not improve functioning.

All children who have entered the Birth to 3 Connections system after 3-1-06 and who will be enrolled for at least six months (e.g. enter the system prior to age 2 ½) will be assessed at least twice using the BDI-2. The pre test is administered as part of the eligibility determination process at entry and must be done within 45 days of referral. There is no strict timeline for administering the post test but it should be done fairly close to the time the child exits the system. Data for the test will be entered into the Birth to 3 Connections data system by the state Birth to 3 Connections data manager at entry and exit from the program. For the initial assessment the program will report the total number of items achieved in each outcome area as a standard deviation score. For the final entry when the child exits, the program will again enter the total number of items achieved in each outcome area as the standard deviation scores for that assessment date. The pre test data will be entered at the state office at the same time IFSP data is entered. The post test data is submitted at the end of the process on a dedicated form.

Provision of training and technical assistance supports to administrators and service providers in outcome data collection, reporting, and use

Using the BDI-2 with families is an outcome of service coordination training and service provider/evaluator training. Annual training will be available to new practitioners and ongoing TA will be available to early intervention providers through the South Dakota Education Service Agencies.

In February, Part B and C will collaborate to provide a statewide training for the BDI -2 in South Dakota. In January, 2006 a notice will be sent to the 168 local schools districts in the state on the change of testing requirements and the training for the BDI-2. Special Education Programs will provide training in 3 areas in the state (Brookings, Rapid City, and Pierre). In March 2006, there will be BDI-2 training at the South Dakota Council for Exceptional Children Conference. This data will provide the State the needed data for both Part B and C to address the child outcome indicators which are to provide the number of infants and toddlers who reach or maintain functioning at a level comparable to same-aged peers, who improve functioning, and who did not improve.

Quality assurance and monitoring procedures to ensure accuracy and completeness of the outcome data.

All data are entered into the Birth to 3 Connections data system by the State Birth to 3 Connections data manager. Prior to data entry, the State Birth to 3 Connections technical assistance staff reviews the test scores for accuracy and completeness and follow-up to verify if needed.

Data system elements for outcome data input and maintenance, and outcome data analysis functions

The data system has a section devoted to this endeavor. Access to the data system is only permitted with credentials assigned by the lead agency and is limited to the five Birth to 3 Connections Part C staff and the data manager within the Bureau of Information and Telecommunications dedicated to the Department of Education. The quality assurance manager with the assistance of the data manager for Birth to 3 Connections completes the statewide analysis.

Baseline Data for FFY 2004 (2004-2005):

While no baseline data are available at this time, the parameters/strategies for measurement are described below.

- All children with IFSPs, who are younger than 30 months of age when the first BDI-2 is completed and who receive services for at least 6 months by the time the last BDI-2 is completed.
- The state strongly recommends that the evaluators use the BDI-2. If different instruments are desired to be used then the evaluator (local school district) would need to show a cross walk on the instrument by a credited resource such as the Early Childhood Outcome (ECO) Center.

- With the caregivers' direct involvement, primary interventionists, as part of the eligibility determination process for both Part C and B will complete the assessments at both the entry and exit points in the system.
- Total standard deviation scores for each outcome will be entered into the data system. One complete set of scores will be determined and entered into the data system within 1 month of the initial IFSP and prior to exiting for children who have been in the system for at least 6 months.
- Birth to 3 Connections will use the total standard deviation scores from each outcome area for each child to analyze the change in development from the BDI-2 at entry (time 1) to the BDI-2 at exit (time 2). With the publisher we will establish age level expectations for each outcome area for ages 6 months, 18 months, 24 months, and 36 months. For each outcome area:
 - a) If scores at time 1 and time 2 are both age level expectations, then children will be counted in priority (a). If scores at entry are below age expectations, but at exit they are at age level expectations, then the children also will be counted in (a).
 - b) If scores at time 2 are higher than scores at time 1 (but not at age level expectations), they will be counted in (b).
 - c) If scores at time 2 are the same or lower than scores at time 1, then they will be counted in (c).

Discussion of Baseline Data:

On March 2006, the Birth to 3 Connections program started collecting the data in all developmental areas which will be translated into the required measures for this indicator. The following information is entry data from the Battelle Developmental Inventory-Second Edition (BDI-2) for (A) positive social-emotional skills (including social relationships); (B) acquisition and use of knowledge and skills (including early language/communication); and (C) use of appropriate behaviors to meet their needs. During March 1, 2006 to June 30, 2006, Birth to 3 Connections had 162 children with BDI-2 entry scores. The total standard deviation scores from each outcome area for each child were used to determine the entry scores. The cutoff for each domain used to determine whether a child entered at age appropriate or below age appropriate is -1.5 Standard Deviations below the norm on the BDI-2 scoring chart. This cutoff was chosen because it aligns with the state eligibility criteria for qualifying for services. A score above -1.5 does not qualify a child for services.

March 1, 2006 – June 30, 2006

<i>Data</i>	<i>% of children who entered at same age level as peers</i>	<i>% of children who entered below same age level as peers</i>
<i>Positive Social Emotional Skills</i>	19 %	81 %
<i>Acquisition and Use of Knowledge and Skills</i>	36 %	64 %
<i>Use of Appropriate Behavior to Meet Their Needs</i>	20 %	80 %
<i>Average</i>	25%	75%

In order to obtain the data necessary for Indicator 3 of the SPP, South Dakota began administering the BDI-2 to all children entering the program after March 1, 2006. A post test will be given as these children exit the program. In 2008, pre test and post test scores will be compared to determine progress. The entry scores for the children between March 1, 2006 and June 30, 2006 are being used as baseline entry data. The table above indicates that overall 25% of the children entered at the same age level as peers. It is expected that the majority of children would enter below same age level as peers as the data here indicates due to the nature of serving children with developmental delays. Children without delays in any domain are not included in the data.

Annual training was provided to new practitioners and ongoing Technical Assistance will be available to early intervention providers. In January 2006 a notice was sent to the 168 local schools districts in the state on the change of testing requirements and the training for the BDI-2. In February 2006, Part B and C collaborated to provide a statewide training for the BDI -2 in South Dakota. Special Education Programs provided training in 3 areas of the state. In addition a fourth training will occur in September 2006.

This data will provide the State the needed information for both Part B and C to address the child outcome indicators on the State Performance Plan. In March 2006, the Birth to 3 Connections program began collecting the data in all developmental areas which will be translated into the required measures to determine baseline entry data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Entry level test scores will be collected.
2006 (2006-2007)	Entry level test scores will continue to be collected. Exit test scores will be collected.
2007 (2007-2008)	Baseline will be established and measurable and rigorous targets will be identified.
2008 (2008-2009)	Measurable and rigorous targets will be identified in February 2008
2009 (2009-2010)	Measurable and rigorous targets will be identified in February 2008
2010 (2010-2011)	Measurable and rigorous targets will be identified in February 2008

Improvement Activities/Timelines/Resources:

Activities, timelines and resources will be developed after 2007 targets have been set.